



# A Module on **WRITING SENTENCES**

by:

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**...to the wonderful world of sentences! In this module, you are expected to do the following:**

1. identify the different kinds of sentences according to structure;
2. construct sensible and grammatically correct sentences;
3. and revise erroneous sentences

**Come! Explore and have fun learning about sentences.**



A **sentence** is the written expression of a complete thought. In most **sentences** the reader is given one complete piece of information. There are many forms of sentences, from simple to the more complex. Ideas are of varied degrees, major or minor, main or subordinate. Thus, in the course of writing sentences, ideas are either coordinated or subordinated. Main ideas are underscored or emphasized whereas minor or subordinating ideas are relegated to being supports or supplements.



## LESSON 1

# KINDS OF SENTENCES ACCORDING TO STRUCTURE

**\*A simple sentence contains a single independent clause. It may contain a compound subject or a compound predicate or both. It does not contain any independent clause.**

Examples:

1. Success is within a person's reach.
2. Success and perseverance go together to reach one's goal.

**\*A compound sentence has two or more independent clauses. The clauses may be joined using coordinating conjunctions and, but, for, or, nor, yet, so, or a semicolon that functions as a conjunction.**

Examples:

1. Young professionals aim for a high-paying job, and they work really hard to be promoted.
2. Today's graduates must be equipped with the needed skills; they must be ready to face the real world.

**\*A complex sentence has one independent clause and at least one dependent clause. The clauses are linked together either through a subordinating conjunction or a relative pronoun.**

Examples:

1. Many graduates search for a job right after graduation because they think of fulfilling their duty in the family.

2. Some students who tried their best to graduate with honors become even more successful at work.

**\*A compound-complex sentence contains at least two independent clauses and at least one dependent clause. In some sentences, the dependent clause is a part of the independent clause.**

Examples:

1. Graduates who finished their studies in premier institutions get hired immediately, but some of them seek jobs abroad.
2. Although young graduates are trained for the country's development, they still seek jobs in foreign countries where income is twice the local salary, and they engage in work for which they are overqualified.



*Let's test your skill.*

### EXERCISE 1

Directions: Study the following sentences; then, write IC if the underlined group of words is an independent clause and DC if it is a dependent clause. Write your answer on the blank provided.

- \_\_\_\_\_ 1. If you fail to achieve something at the first attempt, try to do it again.
- \_\_\_\_\_ 2. An individual is bound to face many trials in life.
- \_\_\_\_\_ 3. You will never believe until you have witnessed it yourself.
- \_\_\_\_\_ 4. People tend to blame others for their own failure, since they have also experienced getting blamed by others.
- \_\_\_\_\_ 5. Everything is possible with one's strength.
- \_\_\_\_\_ 6. Success which is desired by many has been unattainable for some people because they lack enthusiasm.
- \_\_\_\_\_ 7. While aspiring professionals aim to get hired immediately, those who are already employed still seek to improve themselves by attending seminars, and they often get the required performance rating.

- \_\_\_\_\_ 8. Career-oriented persons often find themselves leaving the work place at a later time.
- \_\_\_\_\_ 9. He who complains often will not achieve anything, but those who work wholeheartedly will certainly reach their dreams.
- \_\_\_\_\_ 10. To make each second useful is good; to spend it without purpose is unjust.



**Let's check your work!**

1. DC
2. IC
3. DC
4. IC
5. IC
6. DC
7. DC
8. IC
9. IC
10. IC

## EXERCISE 2

Directions: Refer to each sentence in exercise 1 and identify whether the sentence is simple, compound, complex, or compound-complex. Write only the corresponding sentence number in the correct column.

simple	compound	complex	Compound-complex



**Let's check your work!**

simple	compound	complex	Compound-complex
2	1	3	6
5	10	4	7
8			9



You did the first two exercises well. Be ready to write your own sentences in the next two exercises. Way to go!!!



*Let's test your skill further.*

### EXERCISE 3

Directions: Construct your own sentences using the indicated topic and sentence structure in each item. Write your answer on the blank provided.

1. fulfilling a promise (simple sentence)

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2. discovering the truth (compound sentence)

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3. performing a duty (complex sentence)

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4. making fair decisions (compound-complex sentence)

- \_\_\_\_\_
- \_\_\_\_\_
5. distinguishing between right and wrong (complex sentence)
- \_\_\_\_\_
- \_\_\_\_\_

#### EXERCISE 4

Directions: Complete the following sentences to form the indicated sentence structure. Write your answer on the blank provided.

1. Complex sentence: I did everything that \_\_\_\_\_  
\_\_\_\_\_
2. Simple sentence: The ways to success include \_\_\_\_\_  
\_\_\_\_\_
3. Compound sentence: Every person should work \_\_\_\_\_  
\_\_\_\_\_
4. Complex sentence: A hardworking individual can \_\_\_\_\_  
\_\_\_\_\_
5. Compound-complex sentence: Becoming successful requires \_\_\_\_\_  
\_\_\_\_\_
6. Complex sentence: It's lonely up there \_\_\_\_\_  
\_\_\_\_\_
7. Compound-complex sentence: To look back once you're on top is wisest to do \_\_\_\_\_  
\_\_\_\_\_
8. Compound sentence: Success is measured by the number of friends gained \_\_\_\_\_  
\_\_\_\_\_
9. Simple sentence: For Catholics, Sundays and holy days of obligation \_\_\_\_\_  
\_\_\_\_\_
10. Compound sentence: Love makes the world go round \_\_\_\_\_  
\_\_\_\_\_

Note:

*The teacher will check your answers for these exercises.*





You completed LESSON 1 with flying colors. There's more to learn in the next lesson. Go!  
Go! Go!



## LESSON 2

# CORRECTING FRAGMENTS AND RUN-ONS

sentence  
fragments

**A complete sentence will have at least one subject and one verb. Sentences are considered fragments when they are missing either a subject or a verb.** Consider the following two fragment sentences and their corrected versions:

- No Subject: Went to the store to buy brownie mix.  
Added Subject: My dad went to the store to buy brownie mix.
- No Verb: Brownie mix at the store expensive.  
Added Verb: Brownie mix at the store was expensive.

**In addition to containing a subject and verb, a complete sentence will express a complete thought.** Consider the following two sentences and their revised versions.

- Incomplete: When he went to the checkout counter to pay for the brownie mix.  
Complete: When he went to the checkout counter to pay for the brownie mix, he got distracted by a display of cake mixes.
- Incomplete: The variety of yummy cake mixes.  
Complete: The variety of yummy cake mixes convinced him that he'd rather bake a cake than brownies tonight.



*Let's test your skill.*

### EXERCISE 1

**Directions:** In the space provided, write C if a word group is a complete sentence; write F if it is a fragment. Write your answer on the blank provided.

- 1. I was seventeen on the night I died.
- 2. In the spring of 1977.
- 3. I had a severe case of the flu.
- 4. And had spent the first three days of my illness in bed.
- 5. Running a temperature between 102 and 107.
- 6. Only getting up to take care of the necessities of life.
- 7. On Friday, the sixth day of my illness.
- 8. The wind howled outside, the house was damp and chilly, and my fever soared.

- 9. One late afternoon, I took my pillow and blanket into the living room.
- 10. Because I was sick of bed and decided I'd lie on the sofa and watch television.
- 11. I watched the news and read a magazine for a while.
- 12. I must have fallen asleep.
- 13. When I was suddenly conscious again.
- 14. I was in the middle of total darkness.
- 15. And total silence.



**Let's check your work!**

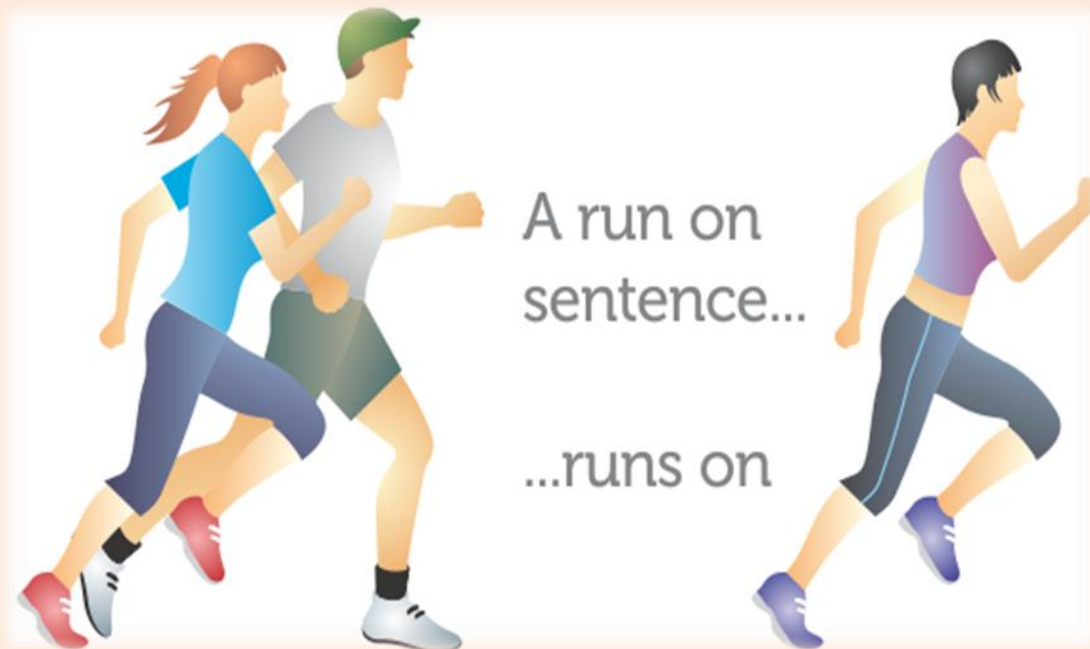
- |      |       |       |
|------|-------|-------|
| 1. C | 6. F  | 11. C |
| 2. F | 7. F  | 12. C |
| 3. C | 8. F  | 13. F |
| 4. F | 9. C  | 14. C |
| 5. F | 10. F | 15. F |



**Next Lesson!**



**Is a sentence fragment similar to run-on sentences?**



A run-on sentence occurs when two or more independent clauses are combined without correct punctuation. An independent clause is a complete, simple sentence, meaning that it contains a subject, a verb, and a complete thought. There are a few ways to correct run-on sentences. Consider the following run-on sentence and the following options for revising it.

Run-On: The grocery store was really packed with people there must have been a big sale today.

- Correction 1: The grocery store was really packed with people. There must have been a big sale today.

*Here, the error has been corrected by simply breaking the run-on sentence into two sentences.*

- Correction 2: The grocery store was really packed with people, so there must have been a big sale today.

*In this case, the sentence has been corrected by adding a coordinating conjunction and a comma. This is a compound sentence.*



**Is the correction below acceptable?**

The grocery store was really packed with people, there must have been a big sale.

In this example, there are two independent clauses that are connected by a comma only. This is an example of a **comma splice**, a type of run-on sentences. To revise it, follow the examples given.

- Correction 3: Because the grocery store was really packed with people, there must have been a big sale.

*In this example, the sentence has been corrected by adding a subordinating conjunction and a comma. This is a complex sentence.*



*Let's test your skill.*

## EXERCISE 2

**Directions:** If a group of words is a sentence, write **sentence**. If it is a run-on sentence, write **run-on**. Write your answer on the blank provided.

### Example:

Run-on My dog is cute, his name is George.

\_\_\_\_\_ 1. My grammar teacher is incredibly nice she works hard to teach me.

\_\_\_\_\_ 2. I'm so glad that I am learning proper grammar!

\_\_\_\_\_ 3. Do you like football my dad loves it.

\_\_\_\_\_ 4. I always watch my sister's soccer games.

\_\_\_\_\_ 5. It's really hot today, we're going to the ocean.

\_\_\_\_\_ 6. Lea, Natalie, and April walked around town and ate ice cream.

\_\_\_\_\_ 7. We're eating pizza for dinner tonight.

\_\_\_\_\_ 8. I saw a deer in the woods it had a white tail.

\_\_\_\_\_ 9. The gardener trims the plants on Tuesdays he does a great job.

\_\_\_\_\_ 10. I love that blue dress, the color looks great on you.



## Let's check your work!

- |             |             |
|-------------|-------------|
| 1. Run-on   | 6. Sentence |
| 2. Sentence | 7. Sentence |
| 3. Run-on   | 8. Run-on   |
| 4. Sentence | 9. Run-on   |
| 5. Run-on   | 10. Run-on  |

### EXERCISE 3

Directions: Refer to the sentences in EXERCISE 2, and rewrite each sentence by correcting the run-ons. Write your answer on the blanks provided.

**Example: My dog is cute, his name is George.**

**Answer: My dog is cute. His name is George.**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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5. \_\_\_\_\_  
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6. \_\_\_\_\_  
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7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

Note:

The teacher will check your answers for this exercise.



**Let's test your skill further.**

#### EXERCISE 4

Directions: Identify whether each group of words is a complete sentence, a fragment or a run-on. Write **S** if it is a sentence, **F** if fragment, and **R** if run-on. Write your answer on the blank before the number. Then, revise each fragment and run-on. Write your answer on the blank after each group of words.

\_\_\_\_\_ 1 . Which was built in 1950.

\_\_\_\_\_



\_\_\_\_2 .Needed the materials for the science project.

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\_\_\_\_3 . Bertha gave me a computer game for my birthday last week.

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\_\_\_\_4 . Talking on the phone for a couple of hours last night, I forgot to do my homework.

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\_\_\_\_5 . When we adopted the cutest puppy at the animal shelter.

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\_\_\_\_6 . The little boy's toy car was yellow, his sister had a red and white toy truck.

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\_\_\_\_7 . Carlos is the team captain on the football team, and he plays defensive tackle.

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\_\_\_\_8 .Lifting the heavy boxes, I hurt my back.

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\_\_\_\_9 . After I dribbled the ball down the court.

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\_\_\_\_10 . She won the spelling contest, she will go to the regional level next month.

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## Let's check your work!

- |      |       |
|------|-------|
| 1. F | 6. R  |
| 2. F | 7. S  |
| 3. S | 8. S  |
| 4. S | 9. F  |
| 5. F | 10. R |

Note:

The teacher will check your revised sentences for this exercise.



Now, let's try some paragraphs. Go for the challenge!!!

### EXERCISE 5

Directions: Read the paragraph below and underline all the fragments. Then, on the space provided, rewrite it with proper sentences.

#### My Wonderful Discovery

After I had gotten up. I ate my breakfast. While I was eating breakfast. I heard a squeaking sound at my door. It was

a little puppy that was crying. I wept. It was really cute. That I picked it up and took it inside in order to give the puppy a big bowl of warm milk and a soft blanket. I took the day off so that I could take him to the veterinarian. The vet told me he was fine. Because I had given him what he needed: milk and a warm blanket. He still needed a home. I asked all my friends to take him. They wanted the little guy. However, they couldn't keep pets in their apartments. By the time we got home. Now, he is my pet and friend.

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Let's check your work!

## Answers

**s.f.= sentence fragment**

### My Wonderful Discovery

2. The third sentence is our second s.f. It has the word "while".

"I wept" is a very short sentence, but it is **NOT** a sentence fragment.

4. "Because I had given him..." is the fourth s.f. The word "because" makes this sentence a dependent clause.

After I had gotten up. I ate my breakfast. While I was eating breakfast. I heard a squeaking sound at my door. It was a little puppy that was crying. I wept. It was really cute. That I picked it up and took it inside in order to give the puppy a big bowl of warm milk and a soft blanket. I took the day off so that I could take him to the veterinarian. The vet told me he was fine. Because I had given him what he needed: milk and a warm blanket. He still needed a home. I asked all my friends to take him. They wanted the little guy. However, they couldn't keep pets in their apartments. By the time we

1. The first s.f. is the first sentence. It has the word "after This sentence needs another part to complete the idea.

3. "That I picked it up..." is the third s.f. because of the word "that." This sentence is very long, but it is an incomplete idea.

5. "By the time we got home..." is our fifth s.f.

got home. Now, he is my pet and friend.

### **The corrected version is. . .**

#### My Wonderful Discovery

After I had gotten up, I ate my breakfast. While I was eating breakfast, I heard a squeaking sound at my door. It was a little puppy that was crying. I wept. It was really cute. I picked it up and took it inside in order to give the puppy a big bowl of warm milk and a soft blanket. I took the day off so that I could take him to the veterinarian. The vet told me he was fine because I had given him what he needed: milk and a warm blanket. He still needed a home. I asked all my friends to take him. They wanted the little guy. However, they couldn't keep pets in their apartments. By the time we got home, I had realized that I should keep him. Now, he is my pet and

friend.



You did a very good job! Let's test your sentence skill further with these proofreading tasks. Bring it on!!!

### EXERCISE 6

#### **A. Proofreading for Fragments and Run-Ons**

Directions: Rewrite this paragraph, correcting each fragment and run-on. You may add words to any fragment to make it a sentence, or combine it with another sentence. To correct a run-on, you may either separate the sentences or join them correctly.

The main food of the Aztecs. A thin cornmeal pancake called a *tlaxcalli*. In Spanish, this food is called a *tortilla* the Aztecs wrapped these pancakes around meat and vegetables to make *tacos*. Created a drink made with chocolate. This was one of their favorite drinks only the wealthy could afford it often. These foods, developed by the Aztecs. Have become popular all over the world.

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## **B. Recognizing and Revising Fragments and Run-ons**

Directions: Read these notes one student wrote to use in a report. First figure out what the writer was going to say, and then use the information to write a paragraph. Use complete sentences instead of fragments and run-on sentences. Add any words that you need to make the paragraph understandable. Use a separate piece of paper, if necessary.

Braille. A code of small raised dots on paper that can be read by touch. Louis Braille, a 15-year-old French student. At the National Institute for the Blind in Paris. Developed this raised dot system in 1824. Braille worked out an alphabet and numerals using this system he even figured out how to use the raised dots to write music. Read this system by running their fingers over the dots. Each Braille page has words written on both sides of the paper, dots on one side do not interfere with the dots printed on the other side. This system of writing for the blind. Named after Louis Braille.

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Note:

*The teacher will check your answers for this exercise.*



Congratulations! You have just completed the module on Writing Sentences. Always remember that knowing what to say and knowing how to say it right are the basic requirements of becoming an effective communicator.





## References

The Writing Lab & The OWL at Purdue. 2013 . *Fragments and Run-ons*. Retrieved June 1, 2013 from [http://owl.english.purdue.edu/engagement/index.php?category\\_id=2&sub\\_category\\_id=1&article\\_id=33](http://owl.english.purdue.edu/engagement/index.php?category_id=2&sub_category_id=1&article_id=33).

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